

Preview
Third Term - March-June
Grade 6 Late French Immersion

During the third term of Grade 6 L.F.I. students will continue to be striving to use the language at all times in the classroom setting. We are at the point where the student's use of the second language is an integral part of our daily routines. Many expressions that used to be translated first into English in the students' minds are now coming naturally without any need for a translation step. We are still placing heavy emphasis on the vocabulary portion of the language acquisition as well as teaching the students to become more analytical in their approach to the language (i.e., if this is a verb then in what tense must I conjugate it?).

French Language Arts

Knowledge/Concepts:

Students will use language for various purposes to understand themselves and the French world they are studying. Activities such as Weekly Verb Tests (present, past and future tenses); Grammar Tests (Cahier B); Novel Study; Daily Written Assignments (Journal Intime, Dictée); Reading to classmates and Buddies; Daily Communications, Annonces Publicitaires (Commercials/ advertisements), Discussions and Presentations; all these activities will assist students in making progress in mastering the French Language.

Skills:

- Takes risks in French to extend parameters of comfort and mastery in the French language
- Interacts in French with growing confidence

Reading

- Reads and understands a variety Grade 4-6 materials (e.g. retelling, following directions, inferring, drawing conclusions and responding critically)
- Reads creative works with visual and contextual support and responds to them in a personal way
- Explain their preference for specific authors, genres, types of print, visuals, and media
- Develop personal responses to materials and support their responses with reasons, examples, and details
- Develops a variety of strategies to assist in comprehension (anticipate, predict and confirm meaning)
- Makes connections within a variety of frameworks and genres
- Locates, interprets, manages and organizes information

Writing

- Effectively communicates ideas and information in a written form
- Demonstrates increased control over the use of sentence structures and begins to vary the beginning of their sentences and the structures of clauses
- Uses basic punctuation and capitalization consistently and explores the use of more advanced punctuation
- Spells most words correctly and makes connections between different phonetic sounds and letter combinations
- Uses a given list of criteria to revise their drafts
- Edits work using the skills acquired to date

Speaking/Interacting with others

- Develops and applies a range of language - learning strategies to improve oral communication
- Effectively communicates ideas and information in a various settings
- Participates in French in a variety of simulated situations drawn from real life
- Use their knowledge of context and word elements to pronounce and make sense of unfamiliar words and specialized vocabulary

Listening/Viewing

- Listens attentively and follows instructions given in French
- Listens and interacts purposefully to develop understanding of presentations, drama, discussions and conversations
- Uses information they have heard or viewed to develop questions and activities that extend their understanding
- Locates and interprets details to answer specific questions or complete tasks

Understanding Cultural Influences

- Identifies and uses a number of French idioms in everyday communication

- Can observe, identify and make inferences about French cultures in comparison to English-Canadian culture

Attitude:

- Demonstrates pride and satisfaction in using language to express their thoughts, ideas, and feelings in various written, oral, visual, and electronic forms.
- Demonstrates confidence in their abilities to communicate effectively in a variety of classroom situations.
- Is motivated to test and use new vocabulary and grammatical structures.

Mathematics

Knowledge/Concepts:

That students understand the need to reason and communicate mathematically and make connections between mental, concrete, pictorial, verbal, graphic and symbolic information through activities and real-life problems. Activities of pre-algebra, statistics and probability, and geometry and tessellations will be studied to explore and strengthen these concepts. Mathematics in the classroom is discussed in the following ways:

- Mathematics as Problem Solving, Communication, and Reasoning

Skills:

- Continues to learn new vocabulary as it relates to problem solving in French
- Write expressions using standard mathematical conventions
- Develop, verify, and use rules or algorithms or theories to determine regularities and patterns (i.e., the perimeter of polygons and area of rectangles; translation of t-chart data into formulaic expressions, etc.)
- Recognize angles as being more than 90° , or greater than 180°
- Identify and compare examples of angles in the environment
- Sketch three-dimensional solids and skeletons with or without grids
- Create, analyse, and describe designs using translations (slides) and reflections (flips)
- Draw designs using ordered pairs in the first quadrant of the co-ordinate grid, together with slide and flip images
- Adds, subtracts, multiplies and divides whole numbers, decimals and fractions
- Create questionnaires and graphs to gather useful data in order to solve a problem
- Reflect meaningfully on what mathematical learning they have achieved in the lessons or units

Attitudes:

- Draws on and applies previously acquired information in new situations
- Pursues and continues with challenges independently
- Communicates mathematical ideas clearly in both oral and written form
- Learns mathematical concepts through manipulative exploration, problem-solving and drills
- Express ideas through a variety of forms of representation
- Applies knowledge through a variety of problem solving activities that may combine different mathematical strands.

Science

Knowledge/Concepts:

Students understand the Applications of Science: that processes, procedures and uses of scientific information build knowledge. Students will continue to explore Canadian Innovations and Invention through a WebQuest investigation. The science curriculum generally follows a Five-Step curricular process that moves from familiar concrete experiences to abstract theories/explanations.

Skills:

- Participate in a physical event
- Make pictorial (graphic) representations or models of the event
- Discuss and write about the event in intuitive language(s)
- Discuss and write about the event in structured language (identify key features or variables or theories)
- Develop symbolic representations for the key features of the event, make presentations to the class and apply these representations to other problems.

Attitudes:

- "Thinks" and problem solves like a scientist
- Knows how to acquire more pertinent knowledge (for the experiment or problem) through information and resources that have been made accessible.
- Keeps scientific records
- Thinks critically, evaluates information, and practices effective communication like a scientist

Social Studies

Knowledge/Concepts:

Applications of Social Studies provide students with a framework of developmental skills and processes that will be used throughout the curriculum. We will be comparing and contrasting different environments through our EXPO studies throughout the term as well as exploring our community.

Skills:

- Researches and presents information in a variety of styles that include oral, written and visual expression
- Gathers and organizes information in a structured framework that allows for creativity and diversity
- Uses mapping skills for a variety of activities
- Describes how a society's artistic expression reflects its culture
- Chooses appropriate visual representations to enhance their oral and written reports.

Attitudes:

- Works both independently and co-operatively.
- Locates required information in French
- Organize information from a variety of sources
- Empathizes with other cultures
- Respects human equality and cultural diversity
- Thinks critically, evaluates information, and practices effective communication

Career & Personal Planning

Knowledge/Concepts:

That school and extra-curricular activities relate to future life. Students need to understand the personal relevance of their studies and how they acquire the knowledge, skills and attitudes that will help them make decisions and manage their lives effectively. Activities such as goal setting, self-evaluations, using their Agenda, creating a lesson plan, family life and keeping self organized will show that students understand the relevance of their studies for their future life.

Skills:

- Identifies changes in personal attributes, interests and talents
- Evaluates personal decisions
- Sets short and long-term goals
- Identifies and selects time management and planning strategies that are personally relevant
- Assesses and revises short and long-term goals
- Discusses how one is responsible for one's choices
- Develops ways to enhance their personal relationships
- Classifies the skills, abilities, interests and roles that exist in the working world

Attitudes:

- Eager and consistent use of Agenda
- Can set, assess and revise short and long-term goals
- Can self-assesses: strengths, weaknesses
- Describes what a healthy community might look like
- Understand the difference between personal and school life

Fine Arts

Knowledge/Concepts:

That visual arts help us understand society, culture and history. They contribute to an individual's intellectual aesthetic, emotional and social development. Students will create visual projects to accompany their social studies project. Students will also be preparing short plays and participating in Improvisation Skits.

Skills:

- Uses the principles of art and design to create personally meaning images
- Creates images using different forms and styles
- Demonstrates the ability to collaborate to develop a display
- Creates images for a purpose
- Works in role, using strategies to enhance the drama
- Works towards real portrayal of a character rather than stereotype

Attitudes:

- Appreciate the fine arts area
- Appreciate drama presentations presented by classmates
- Willingly participate in the process EVALUATION and ASSESSMENT

Technology

Knowledge/Concepts:

Students become more proficient at accessing, gathering, and presenting information by using various Microsoft tools, creating a Wiki, and importing web images into their written work.

Skills:

- Accesses information using a variety of on-line information tools
- Identifies and applies a variety of software based on specific needs
- Applies troubleshooting strategies when using information technology tools
- Practices socially responsible use of electronic information
- Uses a variety of methods to transfer information using electronic tools
- Demonstrates an understanding of how information technology tools can be used to influence presentations

Attitudes:

- Works both independently and co-operatively
- Locates and makes use of correct terminology in French
- Opens, closes and saves files with care and confidence
- Effectively uses word processing program features